



# CEFR in the Local Context

NEAS ELT Management Conference  
15<sup>th</sup> May 2009

# CEFR



COUNCIL OF EUROPE    CONSEIL DE L'EUROPE

Language Policy Division  
Division des Politiques linguistiques

- Common European Framework of Reference for Languages: Learning, teaching , assessment

[http://www.coe.int/t/dg4/linguistic/CADRE\\_EN.asp](http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp)

## **Session Aims**

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1. To increase your familiarity with the CEFR
2. To provide opportunity to match the CEFR to existing Elicos levels in your centre
3. To introduce the practices and procedures of a CEFR centered language school

# Council of Europe

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47 member states  
800 million people



# CEFR

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## Describes:

1. Linguistic competencies necessary for communication
2. The related knowledge and skills
3. The situations and domains of communication

in 20 languages

# **Australian Context**

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- National Code
- NEAS Standards and Criteria

# **AEI /University of Melbourne**

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2007

1. Teachers applied internal standards inconsistently
2. Teachers lacked training in language assessment
3. Assessment tasks/tests not sufficiently related to the curriculum
4. Assessment tasks/tests not appropriate for students' proficiency levels

# EA Member Survey

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2009 issues:

1. recruitment, professional development, staff performance
2. **assessment and testing,**
3. global economic downturn and maintaining quality

# Benefits of a Common Framework

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- Transparency
- Portability
- Objectivity
- Professionalism
  - Quality
  - Credibility

# Disadvantages

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- Inflexibility & homogenization
- Impracticality
  - Redundancy
  - Expense of implementation

# Language Frameworks

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ISLPR

NRS

CSWE

NLLIA Bandscales

CEFR

# Local Context

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1. Which courses do you offer at your college?  
How do their levels interrelate?
2. How long should it take a student to  
'complete' a level or course?
3. How do students move through the levels?
4. Do you have a range of end of course  
certificates? Why?

# What is the “local context”?

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- Range of
  - course and level names
  - course content
  - length of study required at a level
  - standards/assessment tools
  - certificate information

# CEFR

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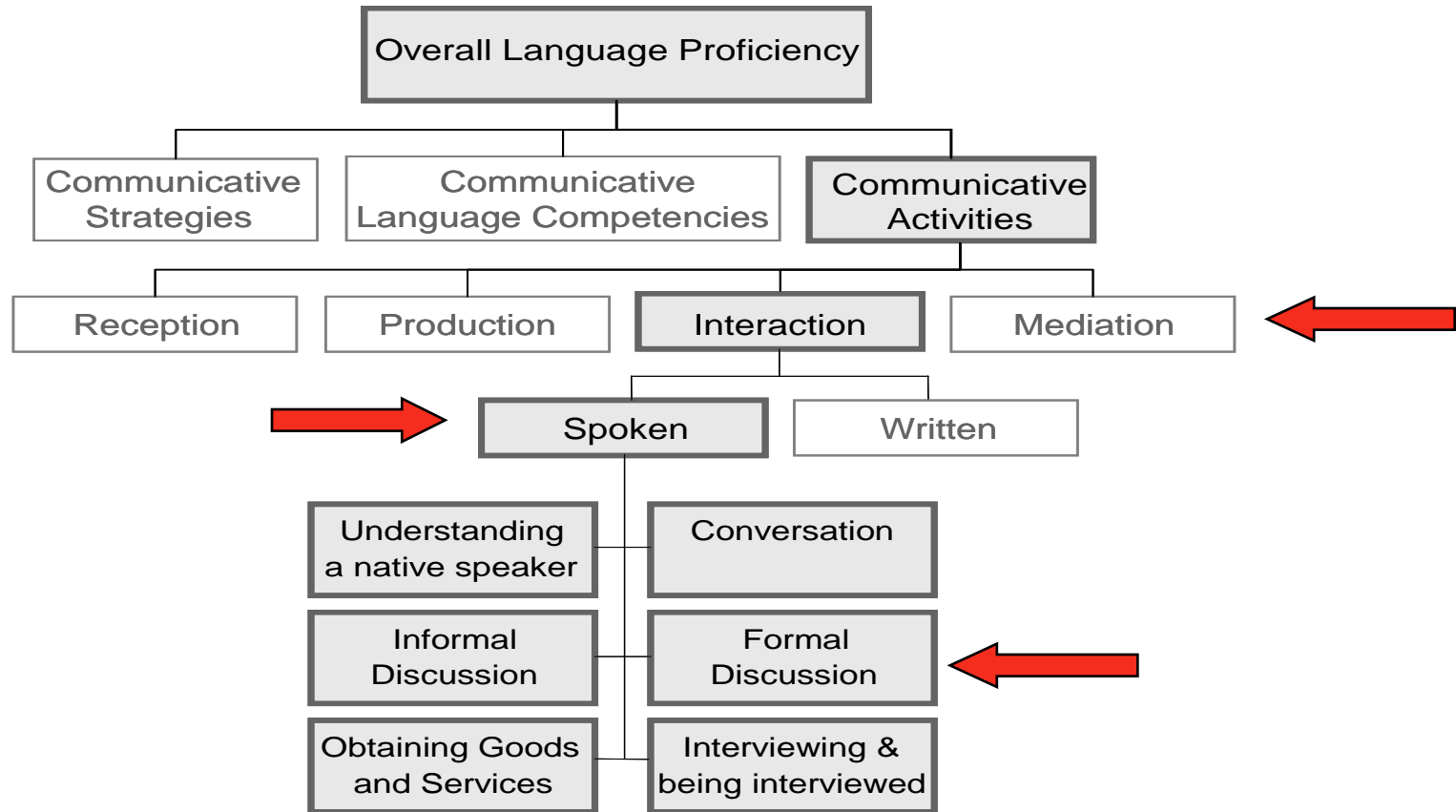
- Set of descriptive scales
- Three bands : Basic, Independent & Proficient Users (A,B,C)
- Six global reference levels A1-C2
- Sequential and developmental
- Non-linear

# **CEFR Scales**

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1. Quantity Dimension level descriptors
2. Quality Dimension level descriptors

# CEFR Scales – Quantity Dimension



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# Formal Discussion (quantity)

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A1

A2 Can say what he/she thinks about things when addressed directly in a formal meeting provided he/she can ask for repetition of key points if necessary.

B1 Can take part in routine formal discussions of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.

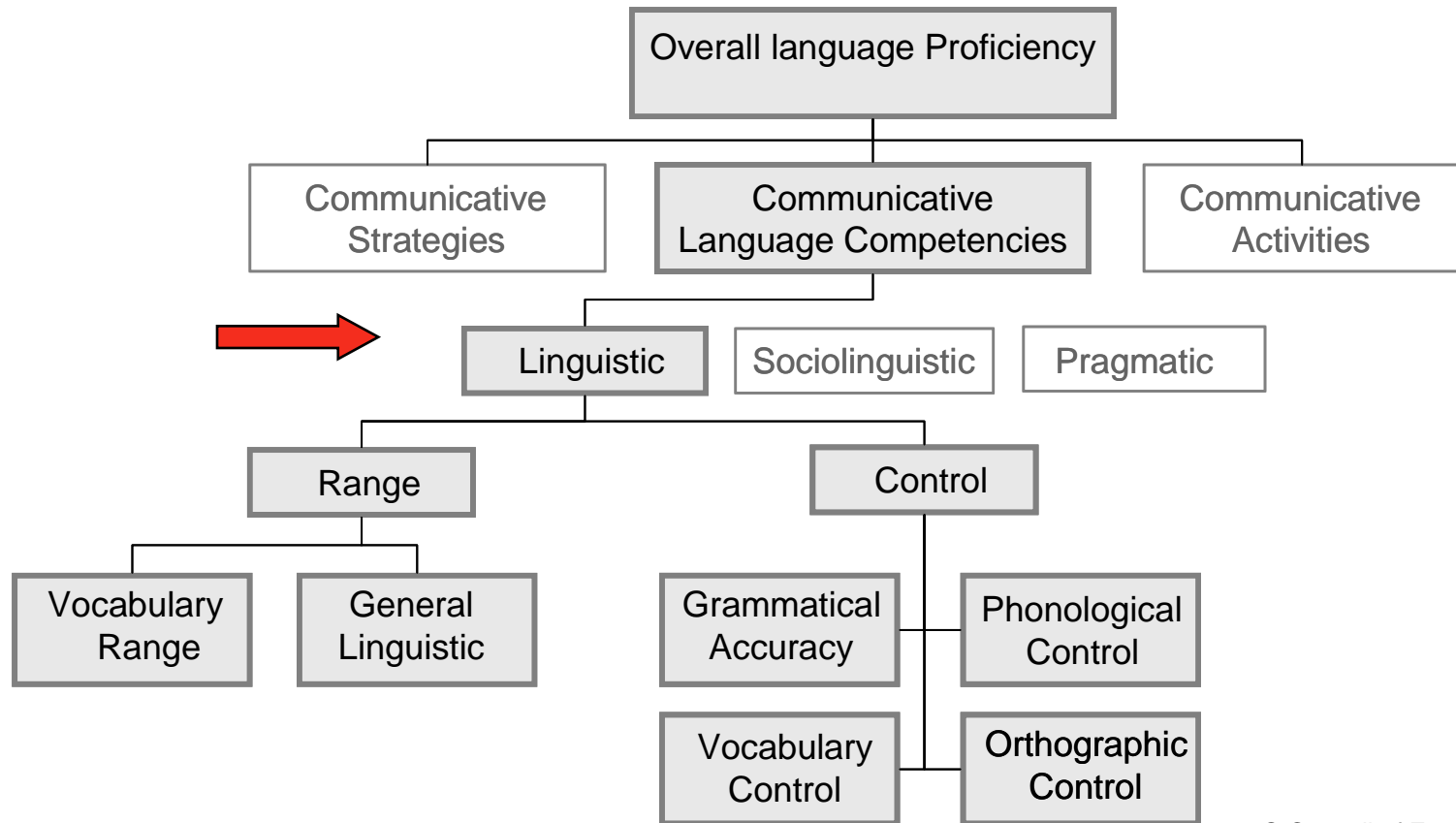
# Formal Discussion (quantity)

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- B2** Can keep up with animated discussion identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions **with precision**, present and respond to complex lines of argument convincingly.
- C1** Can easily keep up with debate, even on abstract, complex, unfamiliar topics. Can argue a formal position convincingly responding to questions and comments and answering complex lines of counter argument **fluently** , **spontaneously** and **appropriately**.
- C2** Can hold his/her own in formal discussion of complex issues putting an **articulate** and **persuasive** argument, at no disadvantage to native speakers.

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# CEFR Scales – Quality Dimension



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# Communicative Language Competencies

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## 1. Linguistic

- General Range
- Vocabulary Range
- Grammatical Accuracy
- Phonological Control
- Orthographic Control

## 2. Sociolinguistic

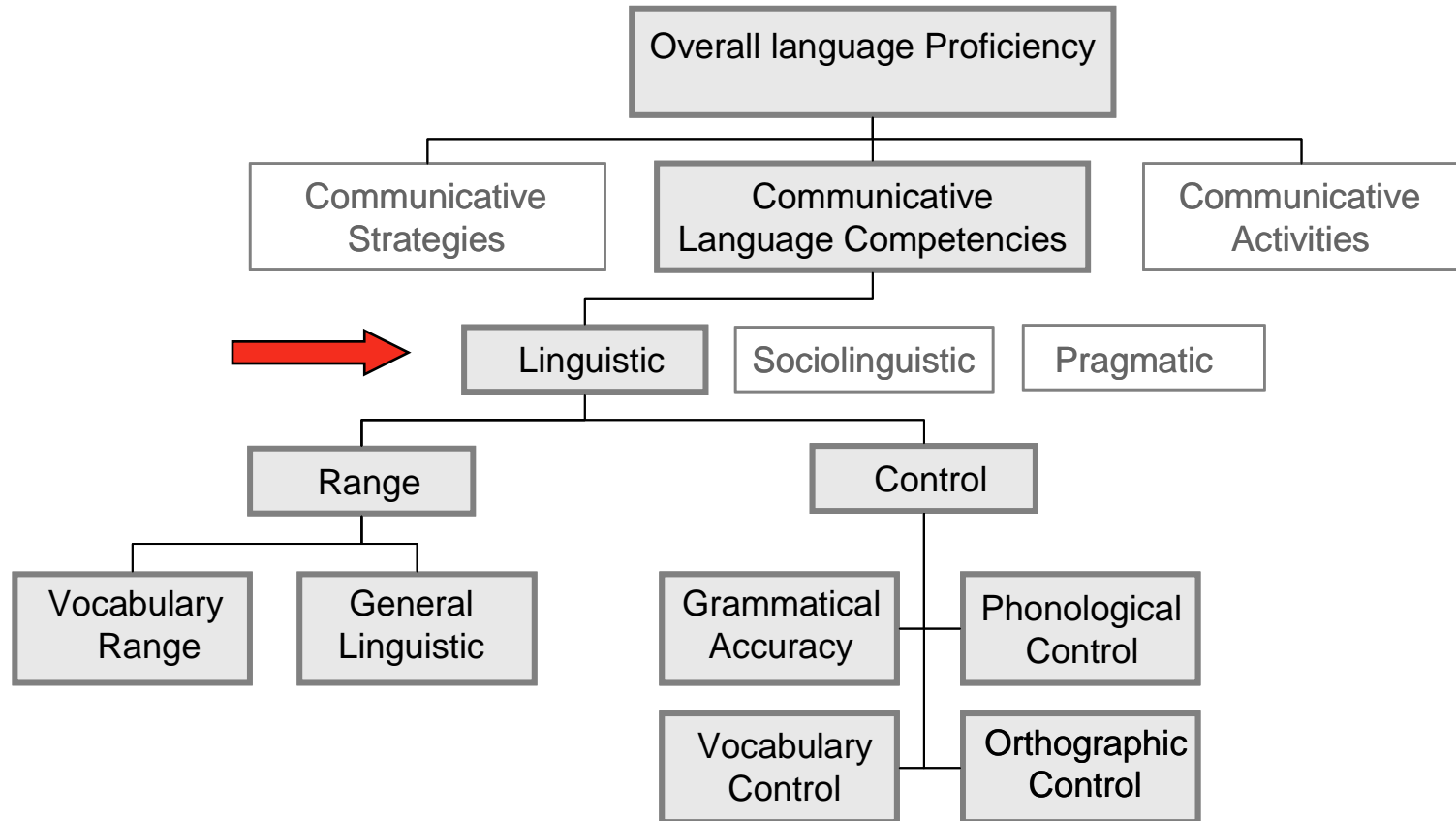
Appropriateness

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## Pragmatic

- Flexibility
- Turntaking
- Thematic Development
- Cohesion & Coherence
- Propositional Precision
- Spoken Fluency

# Vocabulary Range



# Vocabulary Range (Quality)

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- A1** Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.
- A2** Has sufficient vocabulary for the expression of communicative needs and coping with simple survival needs.
- B1** Has sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as families, hobbies, interests, work, travel and current affairs.

# Vocabulary Range (Quality)

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- B2** Has a good range of vocabulary formatters connected to his/her field an general topics. Can vary formulations to avoid frequent repetition but lexical gaps can still cause hesitation and circumlocution.
- C1** Has a good range of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies. Good command of idiomatic expressions and colloquialisms.
- C2** Has a good range of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning

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# 54 Descriptive Scales

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- Global (S,L,R,W)
  - Listening & Reading Comprehension
  - Spoken and Written Interaction
  - Spoken & Written Production
  - Communication Strategies
  - Working with Text
  - Communicative Language Competence

# Level A1

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Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## Level A2 - KET

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Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

## Level B1- PET

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Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## **Level B2- First Certificate/BECV**

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Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

## Level C1- CAE/BECH

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Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions.

Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

## Level C2 - CPE

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Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

# Using the Framework

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Match the **nine** statements describing spoken interaction to the following CEFR Levels:

A1, A2, A2+, B1, B1+, B2, B2+, C1, C2

# Spoken Interaction

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1 B1+

2 B2

3 A1

4 B2+

5 A2+

6 C2

7 C1

8 B1

9 A2

<http://www.ceftrain.net/>

# CEFR

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## NOT

- a test
- a curriculum
- a methodology

## **CEFR is**

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54 descriptor scales at 6 levels that provide a framework for:

- curriculum ‘ can do’ objectives
- specifications for designing assessment tools and benchmarking them to levels of proficiency

**plus**

# CEFR includes

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Self assessment tool in a range of languages (14) - **DIALANG**

- Writing
- Listening
- Grammar
- Reading
- Vocabulary

<http://www.dialang.org>

**and**

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## Language Portfolio

- Passport
- Biography
- Dossier

facilitates mobility through accepted  
recognition of proficiency

# EUROCENTRES

Language Learning Worldwide



**NEAS DOS CONFERENCE**  
**MAY 14, 15 2009**



# Eurocentres Scale of Language Proficiency

Published CoE Specifications	Cambridge ESOL exams	CEF and ALTE Levels	Swiss CEF Research Project	Eurocentres
	<b>CPE (Proficiency)</b>	<b>C2</b>	<b>C2</b>	<b>10</b>
	<b>CAE (Advanced)</b>	<b>C1</b>	<b>C1</b>	<b>9</b>
				<b>8</b>
<b>Vantage Level</b>	<b>FCE (First Certificate)</b>	<b>B2</b>	<b>B2+</b>	<b>7</b>
			<b>B2</b>	<b>6</b>
<b>Threshold Level</b>	<b>PET (Preliminary)</b>	<b>B1</b>	<b>B1+</b>	<b>5</b>
			<b>B1</b>	<b>4</b>
<b>Waystage</b>	<b>KET (Key English Test)</b>	<b>A2</b>	<b>A2+</b>	<b>3</b>
			<b>A2</b>	<b>2</b>
		<b>A1</b>	<b>A1</b>	<b>1</b>

# Coursebooks and Levels

Intake Level		Class during course			Name
Test Score	Level at Intake	Target level	Our Aims	Materials	
72-75	9	10	C2	Mastery	New Proficiency Gold – Long Towards Proficiency - OUP New Headway Adv - OUP
66-71	8	9	C1	Advanced	Advance Your English (short) CUP Advanced Gold – Long Clockwise Adv (short)- OUP Cutting Edge Adv © - Long Landmark Adv – OUP Move Adv * (short) - MacM Objective CAE – CUP Total English Adv©/+DVD - Long
60-65	7	8			
54-59	6	7	B2	Upper Inter	Clockwise UI (short)- OUP New Cutting Edge UI © – Long English File UI – OUP Face2Face UI * - CUP New First Cert Gold – Long Inside Out UI– MacM Move UI * (short) - MacM New Headway UI 3/E– OUP Language to Go UI (short)- Long Total English UI©/+DVD- Longman
46-53	5	6			
37-45	4	5	B1	Intermediate	Clockwise Int (short)- OUP New Cutting Edge Int © - Long New English File Int © - OUP Face2Face Int * - CUP Inside Out Int – MacM Move Int * (short) - MacM New Headway Int 3/E – OUP Landmark Int – OUP Language to Go Int (short)- Long PET Masterclass – OUP Total English Int©/+DVD- Longman
27-36	3	4			
18-26	2	3	A2+	Pre-Intermediate	Clockwise Pre-Int (short) - OUP New Cutting Edge Pre-Int © – Long New English File PI © – OUP Face2Face PI * - CUP New Headway Pre-Int © – OUP Language to Go PI (short)- Long Move PI * (short) – Mac M Total English PI©/+DVD - Longman
10-17	1	2	A2	Elementary	New Cutting Edge Elem © - Long New English File Elem © – OUP Face2Face Elem * - CUP Move Elem*(short) - MacM New Headway Elem © – OUP Inside Out Elem - MacM Total English Elem©/+DVDLongman
0-9	0	1	A1	Beginner	Cutting Edge Starter © - Long English File 1 - OUP Inside Out Beginner - MacM New Headway Beg – OUP Move Beg * (short) - MacM Total English Starter©/+DVD-acM

# Examinations at Eurocentres

This chart shows approximate equivalencies from Eurocentres experience, and interpretation of published sources. It is intended to help students set realistic aims from their starting position.

Level		General	College/University		English for Business						
			IELTS	TOEFL		TOEIC	LCCI				
C2	10	CPE: Certificate of Proficiency in English	IELTS 8	280/650		950					
C1	9.5	CAE: Certificate in Advanced English	IELTS 7	265/625	BEC 3	900	Fourth				
	9			250/600							
	8.5										
B2	8	FCE: First Certificate in English	IELTS 6.5	230/575	BEC 2	825	Third				
	7.5							IELTS 6	213/550		
	7										
	6.5										
B1	6	PET: Preliminary English Test "Merit"	IELTS 5	195/525	BEC 1	625	Second				
	5.5			150/475				BEC 1	500		
	5										
	4.5			IELTS 4						375	First
	4										
A2	3.5	KET: Key English Test				250	Waystage				
	3										
	2.5										
	2										
A1	1										



# B2

<p><b>Communicative Tasks</b></p> <p>The most important things you need to do in the language at this level.</p>	<p><b>Spoken Interaction</b></p> <ul style="list-style-type: none"><li>• Take an active part in a discussion, using a range of language to do so</li><li>• Ask for, give and justify opinions showing awareness of the situation</li><li>• Plan a meeting or presentation, organise tasks and check that they are done</li><li>• Make and respond to assumptions, deductions and hypotheses</li><li>• Compare and contrast alternatives, supporting your preferences</li><li>• Evaluate advantages and disadvantages, and participate in reaching a decision</li><li>• Express personal feelings and emotional responses, including wishes and regrets</li><li>• Complain, express disappointment and find a solution to a problem</li></ul> <p><b>Spoken Production &amp; Writing</b></p> <ul style="list-style-type: none"><li>• Give/write a clear, detailed descriptions of a person, place, or job or study experience</li><li>• Give/write detailed accounts of plans, activities and experiences</li><li>• Give/write an evaluative description of a book, film or show</li><li>• Give/write a viewpoint on a topical issue, considering points for and against the options</li><li>• Develop an argument in speech or writing, expanding and supporting your point of view</li><li>• Summarise and report extended information after a group discussion, etc</li><li>• Give/write descriptions of events/experiences demonstrating their personal significance</li><li>• Write a formal letter</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>• Follow discussion around you</li><li>• Understand announcements and messages spoken at normal speed</li><li>• Understand documentaries and interviews, identifying the speakers' feelings and attitudes</li><li>• Follow the majority of films in standard dialect</li><li>• Follow complex lines of argument around familiar topics</li></ul> <p><b>Reading</b></p> <ul style="list-style-type: none"><li>• Skim read a magazine or newspaper to decide what to read</li><li>• Recognise the writer's implied views and feelings in a text</li><li>• Understand reviews dealing with the content and criticism of films, theatre, books, etc.</li><li>• Follow the plot and the development of ideas in novels and short stories</li><li>• Identify the level of formality employed in a text</li><li>• Recognise discourse and reference markers for cohesion in text</li></ul>
<p><b>Language Resources</b></p> <p>The grammar and vocabulary you need to communicate successfully in the communicative tasks listed above.</p>	<p><b>Grammar</b></p> <ul style="list-style-type: none"><li>• Past tenses review: Past Simple and Continuous, Present Perfect Simple and Continuous; Past Perfect Simple and Continuous</li><li>• Future tenses review: Present Continuous, going to, will, Future Continuous</li><li>• Passives: present perfect, future, modals; Passives used with reporting verbs</li><li>• Modal verbs (<i>would, could, should, might</i>) including deduction in the past (<i>must have</i>)</li><li>• Conditionals: 3<sup>rd</sup> – contrast with 1<sup>st</sup> and 2<sup>nd</sup> + mixed conditionals, <i>wish/if only</i></li><li>• Infinitives after verbs and adjectives (e.g. <i>I promise to do; I am happy to do</i>)</li><li>• Reported speech and reporting verbs</li><li>• Relative clauses: Defining / non-defining (<i>I have a car which is very fast / I have a car now, which means I can get out of town</i>)</li><li>• Adjectives + infinitive (e.g. <i>I was surprised to hear</i>)</li><li>• Linkers/sequencing (e.g. <i>despite, whereas, firstly, moreover</i>)</li><li>• Inversions (<i>Not only ... but also..., No sooner ...</i> )</li></ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"><li>• Collocation (<i>highly qualified, greatly admired</i>)</li><li>• Word formation: nouns, verbs, adjectives, adverbs</li><li>• Conjunctions and linking words</li><li>• Phrasal verbs (e.g. <i>put out a light; give out books</i>)</li><li>• Confusing / similar words (e.g. <i>unsatisfied/dissatisfied</i>)</li><li>• Phrases for contrasting points of view (e.g. <i>on the one hand ....., on the other hand....</i>)</li><li>• Modifiers and intensifiers (e.g. <i>quite, really, extremely, absolutely</i>)</li><li>• Detailed vocabulary for expressing emotions and reactions</li><li>• Detailed vocabulary for describing people and places</li></ul>

# A CEFR- Based Syllabus: A2 Elementary

## Communicative Tasks

The most important things you need to do in the language at this level.

### **Spoken Interaction**

Talk about work, interests and free time  
Talk about feelings and give advice  
Invite, offer, suggest and refuse  
Talk about things you like and dislike  
Compare things  
Ask for & give opinions; agree and disagree  
Talk about future plans  
Plan a trip (e.g. find information, book tickets)  
Arrange to meet people  
Use the phone (e.g. to book a hotel room)

### **Speaking & Writing**

Describe places, people and things  
Describe people and things  
Describe habits, studies and work  
Describe events in the past  
Describe plans and possibilities  
Write short letters (e.g. to book a hotel)

### **Listening**

Understand people talking about everyday things  
Understand short phone messages  
Understand short public announcements  
Understand instructions (e.g. simple recipes)  
Understand the main points of simpler TV programmes

### **Reading**

Understand short personal letters and messages  
Find information in advertisements, catalogues and timetables  
Understand simple instructions on everyday equipment (e.g. public telephones)  
Understand short newspaper articles

## Language Resources

The grammar and vocabulary you

### **Grammar**

Questions (What, How, Who ....)  
Present simple; adverbs of frequency (*always, sometimes*)  
Present Perfect for experience (*Have you ever .....*)

# A CEFR Based Syllabus: Classroom Display

**EUROCENTRES**

## Levels

We'll get you there - efficiently.

**(C1-C2) EUROCENTRES SCALE OF LANGUAGE PROFICIENCY**

Your aim is to achieve a certain level within a certain amount of time. Eurocentres will set the pace for you to enable you to reach your learning goals as quickly as possible. However, the Eurocentres Scale of Language Proficiency is designed to help you to define your own personal learning objectives and to monitor your progress. The value of your course after 12 weeks can be taken as a reference for the next level you choose.

<b>C2</b>	<ul style="list-style-type: none"> <li>Understand almost everything with ease.</li> <li>Understand complex texts.</li> <li>Understand complex texts with ease.</li> </ul>	<b>22</b>
<b>C1</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>21</b>
<b>B2</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>20</b>
<b>B1</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>19</b>
<b>A2</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>18</b>
<b>A1</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>17</b>
<b>A0</b>	<ul style="list-style-type: none"> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> <li>Understand complex texts with ease.</li> </ul>	<b>16</b>

**EUROCENTRES**

**EUROCENTRES**

## Our Aims

**M-Intermediate (Certificate Levels 4 and 5)**

<b>Skills</b>	<ul style="list-style-type: none"> <li>Listening: Understand clear English in everyday situations. Understand conversations and presentations in familiar areas.</li> <li>Speaking: Take part in conversations and discussions, a role-play or informal. Give short talks on familiar topics.</li> <li>Reading: Read and understand information in simple texts. Understand simple messages and notices.</li> <li>Writing: Write simple letters, descriptions of places, notices and reports.</li> </ul>
<b>Structure</b>	<ul style="list-style-type: none"> <li>Understand simple texts. Understand simple texts.</li> <li>Understand simple texts.</li> <li>Understand simple texts.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Understand simple texts.</li> <li>Understand simple texts.</li> <li>Understand simple texts.</li> </ul>

**EUROCENTRES**

## Weekly Plan

**M-Intermediate Week 2**

**AIMS AND FUNCTIONS:**

Talk about your interests in the past.  
Ask questions to get information and details.  
Describe your experiences and interests in the past.  
Check that you have understood.  
Describe people's activities and interests, and give information about them.  
Talk about general and specific likes and dislikes.  
Express your attitudes, especially likes/dislikes.

**GRAMMAR:**

Use the past tense.  
Present Perfect + have/has + done.  
Present Perfect + have/has + been + doing.  
Present Perfect + have/has + done + yet.  
Present Perfect + have/has + done + already.  
Present Perfect + have/has + done + just.  
Present Perfect + have/has + done + never.  
Present Perfect + have/has + done + ever.  
Present Perfect + have/has + done + before.  
Present Perfect + have/has + done + since.  
Present Perfect + have/has + done + for.  
Present Perfect + have/has + done + until.  
Present Perfect + have/has + done + as long as.  
Present Perfect + have/has + done + as long as + ago.  
Present Perfect + have/has + done + as long as + before.  
Present Perfect + have/has + done + as long as + after.  
Present Perfect + have/has + done + as long as + since.  
Present Perfect + have/has + done + as long as + for.  
Present Perfect + have/has + done + as long as + until.  
Present Perfect + have/has + done + as long as + as long as + ago.  
Present Perfect + have/has + done + as long as + as long as + before.  
Present Perfect + have/has + done + as long as + as long as + after.  
Present Perfect + have/has + done + as long as + as long as + since.  
Present Perfect + have/has + done + as long as + as long as + for.  
Present Perfect + have/has + done + as long as + as long as + until.

**TECHNIQUE:**

People  
Children  
Professionals  
Activities  
Interests  
Hobbies

**GRAMMAR SUGGESTIONS:**

Use the past tense.  
Present Perfect + have/has + done.  
Present Perfect + have/has + been + doing.  
Present Perfect + have/has + done + yet.  
Present Perfect + have/has + done + already.  
Present Perfect + have/has + done + just.  
Present Perfect + have/has + done + never.  
Present Perfect + have/has + done + ever.  
Present Perfect + have/has + done + before.  
Present Perfect + have/has + done + since.  
Present Perfect + have/has + done + for.  
Present Perfect + have/has + done + until.  
Present Perfect + have/has + done + as long as.  
Present Perfect + have/has + done + as long as + ago.  
Present Perfect + have/has + done + as long as + before.  
Present Perfect + have/has + done + as long as + after.  
Present Perfect + have/has + done + as long as + since.  
Present Perfect + have/has + done + as long as + for.  
Present Perfect + have/has + done + as long as + until.



# Eurocentres: Classroom Display

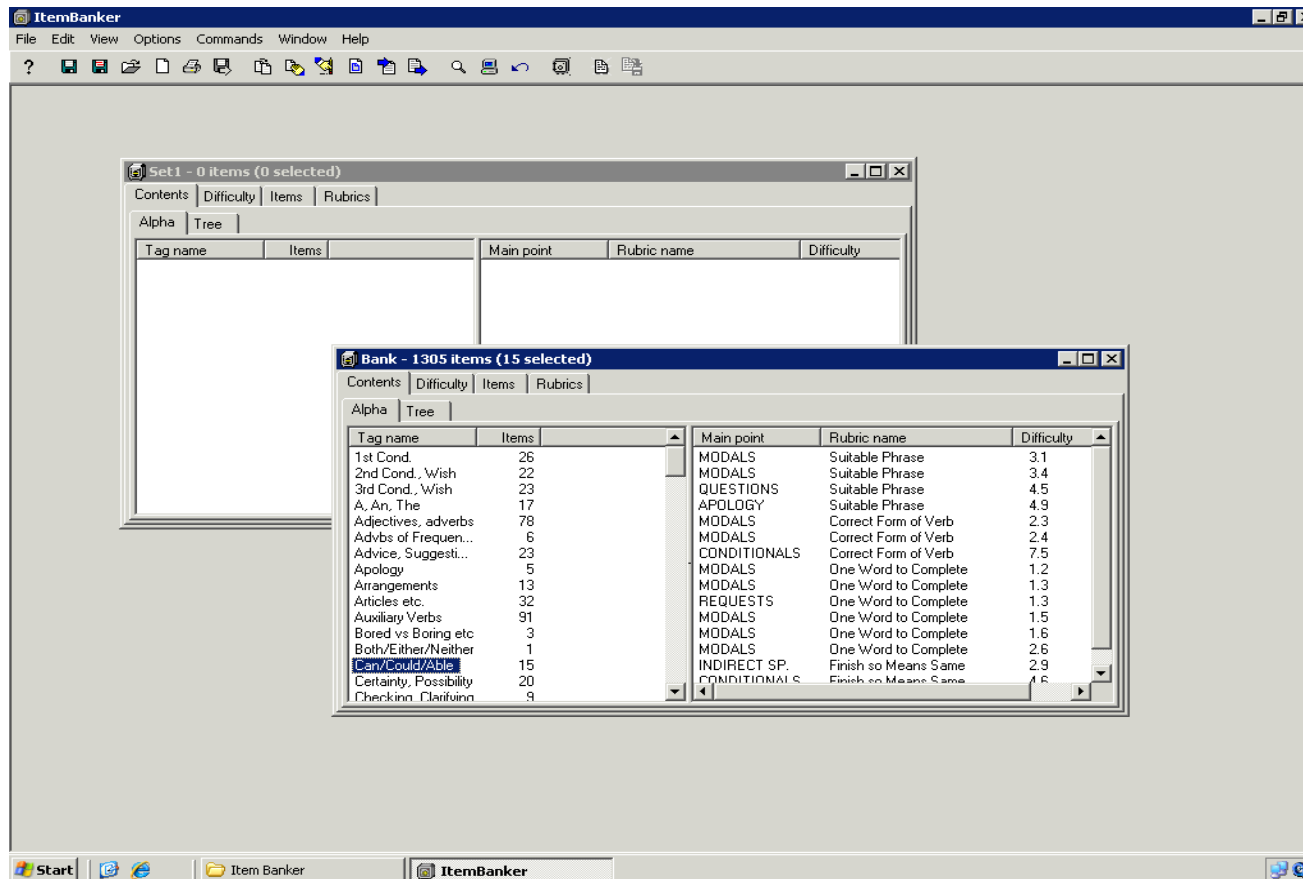


**Explicit learning aims are “signposts” that help:**

- > explain syllabus choice – invites comment
- > learners see why they are learning certain things
- > learners and teachers set priorities
  
- > teachers select appropriate communicative tasks
- > learners focus on form during communicative tasks
  
- > learners and teachers to assess progress
- > schools to report progress to parents

# CEFR Descriptors- Grammar Assessment

Item-banking methodology (Rasch Model) used to scale descriptors for linguistic assessment. The Itembanker Programme:



The screenshot displays the ItemBanker software interface. The main window shows a list of items with columns for Tag name, Items, Main point, Rubric name, and Difficulty. The 'Bank - 1305 items (15 selected)' window is open, showing a list of items with their respective difficulty levels. The 'Set1 - 0 items (0 selected)' window is also visible, showing a similar structure but with no items selected.

Tag name	Items	Main point	Rubric name	Difficulty
1st Cond.	26	MODALS	Suitable Phrase	3.1
2nd Cond., Wish	22	MODALS	Suitable Phrase	3.4
3rd Cond., Wish	23	QUESTIONS	Suitable Phrase	4.5
A, An, The	17	APOLOGY	Suitable Phrase	4.9
Adjectives, adverbs	78	MODALS	Correct Form of Verb	2.3
Advbs of Frequen...	6	MODALS	Correct Form of Verb	2.4
Advice, Suggesti...	23	CONDITIONALS	Correct Form of Verb	7.5
Apology	5	MODALS	One Word to Complete	1.2
Arrangements	13	MODALS	One Word to Complete	1.3
Articles etc.	32	REQUESTS	One Word to Complete	1.3
Auxiliary Verbs	91	MODALS	One Word to Complete	1.5
Bored vs Boring etc	3	MODALS	One Word to Complete	1.6
Both/Either/Neither	1	MODALS	One Word to Complete	2.6
Can/Could/Able	15	INDIRECT SP.	Finish so Means Same	2.9
Certainty, Possibility	20	CONDITIONALS	Finish so Means Same	4.6
Checkin... Clarifinn	9			



# CEFR Descriptors- Assessment of Linguistic Resources

## B1

### ItemBanker Test: 5A

Your Name: .....

*The following words make a good sentence. Put them in the correct order.*

**Example:** *What / coming / are / time / you / ?*

**You write:** *What time are you coming?*

- 1 Scientists / tiny / brain / dinosaur / had / a / say / the / .
- 2 If / door / open / button / press / the / the / will / you / .

**Complete the sentence with a suitable phrase.**

**Example:** A: *What..... get up?*

B: *At 7 o'clock, usually.*

**You write:** *time do you*

- 3 Sue: How long ..... to get to school every day?  
Eve: Oh, about 30 minutes, usually.
- 4 A: ..... post your letter when I go to the post office?  
B: No thanks. I'll do it myself later.
- 5 A: Can I phone you tonight?  
B: Well, actually ..... dinner with Michael.

# Eurocentres Scale of Language Proficiency

Published CoE Specifications	Cambridge ESOL exams	CEF and ALTE Levels	Swiss CEF Research Project	Eurocentres
	<b>CPE (Proficiency)</b>	<b>C2</b>	<b>C2</b>	<b>10</b>
	<b>CAE (Advanced)</b>	<b>C1</b>	<b>C1</b>	<b>9</b>
				<b>8</b>
<b>Vantage Level</b>	<b>FCE (First Certificate)</b>	<b>B2</b>	<b>B2+</b>	<b>7</b>
			<b>B2</b>	<b>6</b>
<b>Threshold Level</b>	<b>PET (Preliminary)</b>	<b>B1</b>	<b>B1+</b>	<b>5</b>
			<b>B1</b>	<b>4</b>
<b>Waystage</b>	<b>KET (Key English Test)</b>	<b>A2</b>	<b>A2+</b>	<b>3</b>
			<b>A2</b>	<b>2</b>
		<b>A1</b>	<b>A1</b>	<b>1</b>

# CEFR Descriptors- Oral and Written Progress Assessment

RADIO Grid - Microsoft Word

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Type a question for help

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100% Read

EUROCENTRE

### Eurocentres Oral Interaction Assessment Grid RADIO

Range	Accuracy	Delivery	Interaction
<b>10</b> Comprehensive and reliable mastery of a wide range of language; well-structured, differentiated formulation.	Accurate and precise use of language; very little need for self-repair. Style appropriate to the speakers, context and purpose.	Natural colloquial flow, pausing only to consider best formulation. The odd L1 pronunciation feature may remain, but delivery is to all intents and purposes perfect.	Interacts naturally in a persona. Adapts conversational strategies to take account of in difficult circumstances.
<b>9</b> Wide grammatical and lexical repertoire with no noticeable limitations or avoidance strategies.	Only occasional minor errors or unconventional formulation; Adapts expression appropriately to the situation.	Confidently clear with a smooth, fluent delivery. There may be residual pronunciation problems - but these do not distract.	Interacts fluently and effortlessly, the floor effectively, develop an clearly & smoothly and relate ov skillfully to those of other speak
<b>8</b> Good range of grammar, vocabulary and linking devices. Little obvious searching for expressions.	Good grasp of accuracy: e.g. few tense mistakes, and such slips tend to be corrected. Some lapses in appropriacy in unfamiliar situations.	Spontaneous, fluent communication. Easy to follow despite occasional false starts. Good stress and rhythm, but some obvious first language pronunciation features.	Interacts confidently, able to pre argument effectively, follow up s inferences by other speakers ar development of the discussion.
<b>7</b> Good working knowledge of the language system but lexical gaps. Some "jumpiness" caused by circumlocution and incomplete range of connectors.	Basic structures sound enough for normal contexts, though some difficulty is apparent with complex language leading to quite frequent errors.	Gives clear, long contributions producing stretches of language with a fairly even tempo, though hesitation and reformulation may be apparent with unfamiliar or abstract topics. Stress & rhythm may be noticeably foreign.	Interacts competently: able to in appropriately and present and e viewpoints clearly. Can help thir familiar ground - but less assure unfamiliar issues.
<b>6</b> Can find ways of saying what they want to and vary formulation to avoid frequent repetition. Has assimilated the time/tense system, modals and major sentence patterns.	Reasonable accuracy in familiar contexts, though with noticeable L1 influences. Often chooses the wrong word or an inappropriate expression.	Speaks with ease, Although there may be noticeable hesitation and false starts, there are few noticeably long pauses. L1 influences may distract and cause misunderstandings occasionally.	Takes an active part in open dis familiar contexts, commenting ar of view adequately. Participant ground may be more restricted.
<b>5</b> Able to use a range of simple language flexibly, and explain a point with reasonable precision, but can't always say what they would like to. Familiarity with main tenses, modals and major sentence patterns.	Reasonable accuracy with basic tenses etc. in everyday contexts. Frequent errors and inappropriate expressions occur, but it is clear what he/she is trying to express.	Ability to keep going comprehensibly without help - despite noticeable hesitation, reformulation and false starts. Stress and intonation may be very foreign, but can be followed okay except perhaps when struggling with expression.	Handles structured discussion c easily, inviting others in, comme Participation more restricted in f unfamiliar contexts.
<b>4</b> Relatively wide repertoire of simple language, but limited variation. Normally requires simplification of intended message. Good level of familiarity with basic tenses	Reasonable accuracy with frequently used conversational "routines." Tendency otherwise to mix up tenses and pick the wrong word or expression - may be	Clear and comprehensible in familiar everyday transactions. Can maintain conversation in freer contexts, but frequent reformulations and hesitations and/or heavy interference from L1 may make	Speaks with reasonable ease in situations but participation in op fairly restricted.

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# End of the Course

> Course Certificate, and a Personal Competence Profile providing a breakdown of skills grades with individual descriptors





# Certificate

# EUROCENTRES

## Certificate in English Language

**Andrea Isola**

successfully completed a  
course in English of 8 weeks' duration

from 06/03/2006 to 28/04/2006

at

**Eurocentres London Central**

and attained the following level on the Eurocentres Scale of Language Proficiency:

**Level 8**

which is the equivalent of Level C1 on the Common European Framework of Reference  
for Languages.

**can express points of view on a wide range of topics clearly and effectively,  
and process information reliably. She has a sufficient command of the language  
to be able to adopt appropriate formulations in many different circumstances.**

**She can communicate confidently and competently in both professional  
and personal contexts.**

Signed by the Centre Manager  
28/04/2006

Signed on behalf of the teaching staff



# Andrea Isola

attained an overall Level 8 on the Eurocentres Scale of Language Proficiency which is equivalent to Level C1 on the Common European Framework of Reference for Languages (CEF).

The detailed profile of competence is as follows:

**Listening:** She can understand standard spoken language, live, recorded or broadcast, and identify speaker viewpoints and stated attitudes in addition to the information content. (Level 8 = CEF C1)

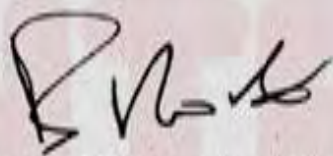
**Reading:** She can understand different kinds of standard written language on a wide range of subjects of personal or professional interest, generally recognising implied as well as stated opinions and differences in style in addition to identifying points of emphasis. (Level 8 = CEF C1)

**Spoken Interaction:** She can interact confidently and spontaneously in discussion, presenting, evaluating and responding to complex lines of reasoning convincingly. (Level 8 = CEF C1)

**Spoken Production:** She can give clear, detailed descriptions of complex subjects. She can speak confidently and spontaneously on a wide range of topics in clear, well-structured language. (Level 8 = CEF C1)

**Writing:** She can employ a range of expression and stylistic variation to present complex information and describe opinions and experiences. Her writing is clear and well-organised. (Level 8 = CEF C1)

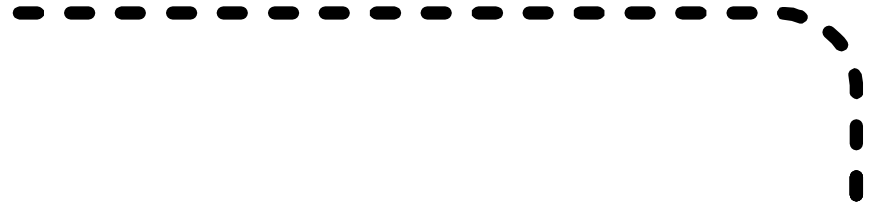
**Language Resources:** She has a good command of a broad range of language allowing him/her to select a formulation appropriate to the context. She makes occasional minor slips, but few significant errors. (Level 8 = CEF C1)



Signed by the Centre Manager  
28/04/2006



Signed on behalf of the teaching staff



**Thank You**